



ONTARIO
DEPARTMENT OF EDUCATION

HOME ECONOMICS

COURSES OF STUDY FOR GRADES 9 AND 10

of the

Five-year Programme, Arts and Science Branch

Four-year Programme, Arts and Science Branch

Four-year Programme, Business and Commerce Branch

(Replacing Curriculum I.1, 1951)

For Introduction in Grade 9 in September 1962

COURSE OF STUDY FOR THE TWO-YEAR PROGRAMME

COURSES OF STUDY OF THE DOUBLE OPTION OF THE
SCIENCE, TECHNOLOGY AND TRADES BRANCH

*Course of Study for Grade 9 of the Double Option of the Five-year Programme
in the Science, Technology and Trades Branch.*

For introduction in Grade 9 in September 1962.

*Courses of Study for Grades 9 and 10 of the Four-year Programme in the Science,
Technology and Trades Branch.*

For introduction in Grade 9 in September 1962.

*These courses are experimental in that they will be subject to review. Suggestions
for their improvement will be welcomed.*

CONTENTS

	<u>Page No.</u>
Organization of the Home Economics Courses	1
Home Economics in the Arts and Science and the Business and Commerce Branches	
The Role of Home Economics	2
Suggestions to the Teacher	3
Course of Study for Grade 9	5
Course of Study for Grade 10	12
Comments on the Courses of Study for Grades 11 and 12	16
The Two-year Programme	17
Home Economics in the Science, Technology, and Trades Branch	
The Double Option of the Five-year Programme	
Course of Study for Grade 9	24
The Four-year Programme	
Course of Study for Grade 9	28
Course of Study for Grade 10	32

HOME ECONOMICS

The study of Home Economics in the secondary schools of Ontario may be undertaken in any of the following ways:

A. Home Economics as an Optional Subject

I Arts and Science Branch

- (1) Five-year Programme, Grades 9 to 12
- (2) Four-year Programme, Grades 9 to 12

Business and Commerce Branch

Four-year Programme, Grades 9 to 12

II Two-year Programme

III Occupational Programme - See: Suggested Courses for the
Diversified Occupational Programme

B. Home Economics in the Science, Technology and Trades Branch

I Double Option in the Five-year Programme, Grades 9 to 12

II The Four-year Programme, Grades 9 to 12

III Special One-year Home Economics Programme - following Grade 11
of a Five-year Programme, or Grade 12 of a Four-year Programme.
It is not anticipated that this will begin before September, 1965.

Reference Books: See "Basic Reference Books for Home Economics", 1961.
This list was distributed to all Home Economics teachers in the fall of
1961. Copies may be obtained by writing to Inspector of Home Economics,
Secondary Education Branch, 40 Eglinton Avenue East Toronto 12.

A. HOME ECONOMICS AS AN OPTIONAL SUBJECT

- (1) Arts and Science Branch
Five-year Programme
Four-year Programme
- (2) Business and Commerce Branch
Four-year Programme

THE ROLE OF HOME ECONOMICS

The study of Home Economics is primarily concerned with strengthening family life through educating the individual for personal and family living. It deals with the physical needs of the family for food, shelter, and clothing. Of no less importance are its efforts to meet the psychological and sociological needs of family members.

Home Economics embraces many interrelated fields, namely: foods, nutrition, clothing, textiles, related art, housing, household equipment and furnishings, home management, family economics, child development and family relations.

In a democratic society, in which the family is recognized as the most significant of all social institutions, the study of Home Economics is an important part of the general education of every pupil. This is especially true in an era of rapid development. The changing roles and responsibilities of family members, the ever-growing mass of new knowledge, the effect of scientific, technological and economic advances all make a strong impact on family life. Home Economics can bring to the pupils the skills, understandings and values which will help them to meet these challenges intelligently.

Home Economics offers a unique opportunity for unifying knowledge from various other fields of study such as Art, Geography, Health, History and Science. It is again an exceptionally valuable part of the school programme in giving opportunity to relate fundamental learnings to pupils' immediate needs, and to provide resources to cope with future demands upon the individual and the family.

At all grade levels, the teaching of Home Economics can develop intellectual competency and stimulate analytical thinking. This implies that all instruction, and all experiences will be planned in such a way that emphasis will be placed on fundamental principles, their interrelationships, and their application to personal and family living.

Aims

With the above premises, courses are presented with these basic aims:

1. To help pupils to understand the contribution of the family to the social and economic structure of society.

2. To teach basic scientific, economic and art principles in the many aspects of Home Economics.
3. To give pupils opportunity for the practical application of these principles to the problems of the individual and the family.

SUGGESTIONS TO THE TEACHER

A. Knowing the Pupils, the Family and the Community

An understanding of the pupils, their families and the community is essential for success in teaching Home Economics. All aspects of the subject must be taught with this as a background. Pertinent information may be sought in a variety of ways e.g. through pupil questionnaires, school records, pre-tests, observation and discussion, home visits, participation in community activities.

Pertinent Information About the Pupils and Their Families

Chronological, mental, and social maturity levels of pupils

Academic achievement of pupils

Previous experience in Home Economics

Responsibilities within and outside the home

Future educational and vocational plans

Economic and cultural background

Pertinent Information About the Community

No two communities are alike. Consideration should be given to the effects on personal and family life of such characteristics of the school community as:

Density and diversity of population

General income levels

Industrial life

Cultural interests

Housing

Programmes of church and social agencies

B. Knowing the School

The teacher, particularly one who is new in the school, must discover as much as possible about the life of the school. She will need information such as:

The aims of education in the school

The variety of programmes offered

School organization e.g. timetables

The place of Home Economics in the school programme

Facilities for teaching Home Economics

The total number of pupils, and the number in each class

Content of other subjects, especially Art, Geography, Physical Education, Science

School services e.g. guidance, health, transportation

Extra-curricular school activities

C. Planning the Home Economics Programme

The effectiveness of the Home Economics programme ultimately is the responsibility of the teacher. Advance planning by the teacher includes:

1. Establishing objectives for the year for each class
2. Planning outlines for the year's work to accomplish these objectives
3. Planning units of work and individual lessons which help to achieve the year's objectives

As the year progresses, it may be necessary to revise both objectives and content to meet the needs of the pupils and to ensure their maximum development.

The breadth of the Home Economics field is to be kept in mind. A narrow emphasis on one or two aspects is to be avoided.

Selection of subject matter and application of learning should be realistic in terms of actual family practice and recognized standards of modern living. Attention should be directed to the development of principles and generalizations which will apply to new situations which pupils may encounter as times change.

Within the framework of the teacher's over-all plan, the pupils should be given opportunities for planning, decision-making and problem-solving in situations which are realistic in the light of the pupils' home experiences and individual goals. Pupils should be aware of the objectives towards which they are working over a period of time and in individual lessons.

Because of its nature, the Home Economics department has a unique place in the school. When well selected, cooperation in special school activities may be both educational and of service to the life of the school.

COURSES OF STUDY IN HOME ECONOMICS

- For the (1) Arts and Science Branch
Five-year Programme
Four-year Programme
- (2) Business and Commerce Branch
Four-year Programme

GRADES 9 AND 10

Introduction

For Grades 9 and 10, the course outlines presented are basically the same for each of the three programmes listed above. This has been considered advisable because of the nature of the subject, and because of the great variations in both the background of the pupils, and in school organization throughout the province. The teacher will be expected to follow the general outlines as far as possible, and to adapt teaching methods and approach, details of subject matter, and pupil activities to the needs of varying classes.

In schools where pupils have had Home Economics in Grades 7 and 8, courses of study will be built on this foundation. The teacher should be well-informed as to the Home Economics programmes in the elementary schools to avoid undesirable overlapping of subject matter and activities. This will ensure progressive development of the subject, and creation of interest.

When pupils are studying Home Economics in Grade 9 or Grade 10 for the first time, the course outlined will have to be adapted to this situation.

Course content for Grades 9 and 10 has been divided into only three main sections (a) Clothing, (b) Food and Nutrition, (c) The Home, Its Care and Management. Section (c) The Home, Its Care and Management will be taught in conjunction with (b) Food and Nutrition. This has been done to permit some depth of study in these phases, and the development of a degree of skill in homemaking activities. However, in the selection and presentation of all units of work, teachers are expected to develop in the pupils, an understanding of their values in terms of personal, family and social development. Their inter-relationship with such other subjects as Art, Geography, Physical Education and Science is equally important.

It is advocated that the varying sections outlined be taught on the semester or unit basis. Approximately one-half of the year will be devoted to Clothing and Textiles, and the other half to Food and Nutrition with their related learnings. An introductory period of one or two lessons in September is desirable to create an appreciation of the values of family life, and the contribution which Home Economics makes.

GRADE 9 COURSE OF STUDY

ORIENTATION

An appreciation of (1) the privileges and responsibilities of family membership, and (2) the contribution to be made by a study of Home Economics, may be developed by emphasizing the following services which the home provides:

Protection, food, shelter, clothing

Early training and education of children

Background for the use of leisure time, recreation, hospitality and friendships

Companionship within the family and the sharing of work and pleasures

The contribution of homemaking activities to family living.

CLOTHING

This course has been planned assuming that pupils will have taken Home Economics in Grade 7 and Grade 8. Where this is not the case, the teacher should adapt the course to suit two groups of pupils -- those who have had Home Economics in Grades 7 and 8, and those who have not had previous experience. The course should be planned to challenge all pupils and to provide a progression of learnings.

The clothing course should be aimed at satisfying the needs of the modern girl. Therefore, it should provide girls with a knowledge of fabrics, colour and design. It should also provide the opportunity to develop the skills in workmanship necessary for making wise choices in spending money for clothing, and thus prepare her for the wider problems of home management.

I. Personal Appearance

Aims: To assist the girl to make the most of her appearance and to appreciate the value of a good appearance in business and social life
To help her attain acceptance in her peer group
To help her to be a well-adjusted member of her family

Content: Qualities contributing to personal attractiveness:

health

poise

manners at home and in public

Aspects of grooming contributing to attractive appearance:

good posture

general cleanliness and neatness of person and clothing

appropriate clothing for individual, occasion and weather

suitable hair styles

cosmetics

II. Consumer Education

A. Clothing Selection

Aims: To assist the pupils

to develop judgment in purchasing ready-made garments

to develop ability to plan an appropriate, co-ordinated wardrobe

to become aware of the economic aspect of family clothing

II. Consumer Education (cont'd)

Content: Selection of ready-to-wear clothing, and garments to be made as school projects, based on:

present wardrobe needs
use and cost
suitability to wearer's age and physical characteristics

B. Textiles

Aims: To teach recognition of certain fibres and fabrics
To teach the elementary facts about the sources, use and care of fabrics made from specified fibres

Content: Methods of producing fabrics i.e. weaving and basic weaves, felting, knitting, bonding
Recognition, source, characteristics and uses of common fabrics made from cotton, wool, and linen
Necessary basic terminology

III. Clothing Construction

Aims: Through practical work to have the pupil:
develop sufficient skill in clothing construction to enable her to establish a criterion as to fabric, quality and workmanship, for the best selection of her own clothes and that of her future family
develop a degree of accuracy in the use of commercial patterns as well as the ability to read and interpret pattern instruction sheets

Content: Construction of simple garments or articles currently in fashion, which meet the needs and abilities of the student and provide a sequence of problems involving a progression of learning

Use of a pattern

choice of a pattern, suitable to the individual and to sewing abilities
measurements
interpretation
minor alteration

Selection of a fabric

suitability to person, use, pattern
cost
(Note: eliminate plaids, napped fabrics, one-way prints)

Preparation of fabric

grain
straightening
shrinking

Sewing machine techniques

operation
care
safety measures

III. Clothing Construction (cont'd)

Fundamental Construction Processes including:

- cutting and marking
- staystitching
- directional stitching and pressing
- seams and seam finishes
- unit construction
- machine-made buttonholes
- treatment of curved edges
- grading
- clipping
- understitching
- other techniques required for garments selected

Evaluation of finished garment, considering:

- style
- fit
- workmanship

Tools and equipment

- use
- care
- safety precautions

Suggested Projects (from which a selection may be made)

The choice of projects should be based on the previous experience of the students.

Without Grade 7 or 8 Home Economics

- apron -- preferably easy to make
- skirt -- full skirt
- blouse -- without set-in sleeves
- housecoat
- beachcoat
- (All projects to be made from cotton fabric)

With Grade 7 or 8 Home Economics

- skirt -- fitted
- blouse -- set-in sleeves and collar
- separates or dress
- jumper
- shorts
- housecoat
- beachcoat
- (Projects made from cotton and/or wool)

IV. Care of Clothes

Aims: To teach the pupil to:

- recognize her responsibility to her family by caring for her wardrobe
- assist with the family budget by prolonging the usefulness of her clothes

Content:

- hanging)
- brushing)
- sponging)
- pressing) of clothes
- airing)
- folding)
- storing)

- laundering hosiery, lingerie, sweaters and clothing made of cotton
- repairing clothes for herself or other members of the family

V. Crafts

Where Home Economics is taught in both Grade 9 and Grade 10, crafts may be taught either year. When it is taught in only one of these grades, this topic may be omitted. It is an optional area to be studied where time and community background warrant it.

Aims: To guide the pupil to an appreciation of basic art principles of colour and design
To arouse interest in handicrafts native to the locality
To afford satisfaction by creativity

Content: Personal accessories or gifts, involving new learnings which are of interest to the pupil e.g.

huck weaving)	
embroidery)	
knitting)	adapted to current fashions
felt craft)	

FOOD AND NUTRITION

Aims:

1. To develop an appreciation of the values of food and nutrition in personal and family life
2. To study the principles underlying the provision of food for the family
3. To apply these principles through the preparation and serving of meals
4. To develop the ability to weigh values when purchasing
5. To create interest and pride in the art of food preparation
6. To develop a keen desire to apply the classroom experiences and learnings at home

To accomplish these aims, the course of study includes the following main topics - meal planning, meal preparation, nutrition, table setting and service, hospitality and etiquette. In actual teaching these topics will be inter-related.

When selecting classroom experiences, attention should be given to previous experience in Grades 7 and 8, and to the family and community background of the pupils.

When adapting the course to pupils in the Five-year Programme, greater emphasis should be placed on pupil planning, experimental work, study of scientific principles and their application, reference reading and detailed study of topics. Experiments should be performed from time to time to illustrate basic principles e.g. effect of temperature on proteins, effect of varying methods of cookery on chlorophyll.

I. Meal Planning

This will be based on the following:
Principles of good nutrition, applying Canada's Food Guide
Principles of menu planning
Food purchasing and cost

I Meal Planning (cont'd)

Organization for effective use of time and energy
Food for special occasions at home and at school

II Meal Preparation

Every meal prepared and served should be planned to teach some new fundamental principles. Because of limitations of time, it may be necessary to extend the planning, preparation and service of a meal over several classroom periods. Sometimes only one product or one course need be prepared and served in class, but this should be taught as part of a complete meal. At all times consideration will be given to the principles of meal planning stated above.

The study of foods will be incorporated with meal planning and preparation. Attention should be given to:

Nutritive value

Selection - for quality and use

- grading, when applicable

- cost

Care and storage

Principles of preparation

Suggested Types of Foods from which a selection may be made

(a) Protein Foods

Eggs - Scrambled, french omelettes, devilled, custards

Cheese - With cereal products, fondues, sauces, grilled sandwiches, cheese trays

Meats - Pan-fried or broiled meats e.g. bacon, sausage, meat patties, liver

- Meat loaf

- Stews

(b) Fruits and Vegetables

Fruits - Raw (especially citrous), cooked, desserts, beverages

Vegetables - Raw as salads or relishes

- Cooked (potatoes, leafy green and yellow vegetables) by boiling, scalloping or baking to retain food value, colour, texture and flavour

(c) Cereals and Starches

As thickening agents e.g. soups, sauces, desserts

As cereal dishes e.g. rice, pasta, breakfast cereals

(d) Flour mixtures

Griddle mixtures e.g. waffles, pancakes, french toast

Tea breads e.g. orange, date, nut

Cookies - unbaked, drop, bar, refrigerator

(e) Beverages (hot or iced)

Coffee - percolator, vacuum type or drip

Tea

Note: If pupils have not had Home Economics in Grades 7 and 8, some of the activities usually done in these grades may be substituted.

III Nutrition

Nutrition will be taught in the context of meal planning, but these points should be stressed:

A knowledge and application of Canada's Food Guide and its importance to adolescents

Use of score sheets to determine desirable food habits

Ways and importance of overcoming food prejudices and dislikes

IV Table Setting and Service

Emphasis will be placed on standards for family use, with reference to the social and aesthetic value of attractively set tables and well served meals.

V Hospitality and Etiquette

Hospitality and etiquette will be practised throughout the year, in the regular classroom procedure. In addition, special events will provide opportunity to focus attention on certain phases. Study will include:

Etiquette in the home, school and community

Table etiquette

Duties of the hostess and guests

Making introductions

Informal invitations

THE HOME, ITS CARE AND MANAGEMENT

The experiences and activities selected should apply to the maintenance and use of equipment, appliances and furnishings in the classroom, and should be applicable in the home. Cleaning tasks should be viewed as opportunities for developing standards of cleanliness and orderliness.

TOPICS

Care of equipment and appliances

Characteristics and care of:

finished wood surfaces

commonly used metals

plastics

Laundry: Use and care of the washing machine, dryer and irons

Procedure for the family laundry

Standards of well-laundered articles

Safety in the home:

Common accidents in the home, their causes and prevention

Treatment of common accidents e.g. burns, cuts, falls

Safety in the use of electrical equipment

Clothing Construction (cont'd)

- Preparation of fabric
 - * straightening
 - * shrinking
 - techniques for handling plaids
 - napped fabrics
 - one-way design prints
- Marking
- * Stay stitching
- Fitting
- Fundamental construction processes
 - seams
 - seam finishes
 - interfacing
 - * zipper insertion
 - lining a wool skirt
 - waistline seam or waistband
 - hems
 - belts
- * Evaluation
 - efficient use of sewing equipment
 - use of attachments for maximum advantage and ease
- * Indicates repeat learning, to be reviewed and extended by the learning of new techniques.

IV. Suggested Projects

- Garments made from wool
 - blends
 - cotton - corduroy, velveteen
 - linen
- e.g. dress, skirt and weskit, jumper, sportswear, depending upon
 - (1) current fashion
 - (2) practical experience of student

V. Care of Fabrics

Aim: To learn to care for special types of fabrics to prolong their life

Content:-Brief study of bleaches)
bluing) and their uses
starch)
laundry aids)

Removal of common stains as applied to clothes, household linens

Pressing

Seasonal care -- e.g. woollen garments

Laundry of synthetics, blends, linen

Repair of clothes, household linens

VI. Crafts - Optional - See Grade 9.

FOOD AND NUTRITION

See Grade 9, Food and Nutrition for Aims and preface

I. Meal Planning and Consumer Education

Selection of food for quality, value and use
Comparative studies of costs of ready-to-serve products,
commercial mixes, home-made mixes and home-made products
Proportion of the family budget for food
Comparative studies of low, medium and high-cost meals
Comparative studies of retail market facilities
Evaluation of sales promotion techniques, in stores and
advertising
Organization of work

II. Meal Preparation

See Grade 9 for principles underlying meal preparation

Suggested Types of Foods

(a) Food Preservation

Causes and prevention of spoilage of foods c.f. Science,
Grade 10, Unit II.

Study of techniques for the preservation of food by refrigera-
tion and freezing, cooking and canning, use of preservatives. Practical
experience will depend on the resources of the community.

Comparison of commercially-preserved and home-preserved foods
on the basis of quality, flavour, economy, time

(b) Protein Foods

Beef and Pork - government regulations respecting health and
quality
retail cuts, characteristics, uses, cost
storage
principles and methods of cooking tender and
less-tender cuts

Fish - common kinds and forms in which they may be purchased
selection for quality
storage
principles and methods of cooking
accompaniments

(c) Fruits and Vegetables

Fruits - Salads and salad dressings
Desserts e.g. cobblers, shortcakes, pies (See Flour Mixtures)
Vegetables - Review principles of Grade 9.
Identification and use of less common vegetables
Sauces and garnishes for cooked vegetables

(d) Flour Mixtures

A study of the ingredients and their functions i.e. flour,
leavening agents, fat, sugar, flavourings

Application in the making of:

Batters - butter cakes, conventional and quick methods
Doughs - tea biscuits, variations and uses
pastry, conventional method, liquid fat method

(d) Flour Mixtures (cont'd)

Comparison of home-made products with ready-to-serve products, commercially-prepared mixes, home-made mixes for flavour, quality, economy, time and energy.

(e) Gelatine

Distinction between gelatine and jelly powders

Principles in use

Application in - Salads - fruit, vegetable, meat or fish

Desserts - plain, fruit, sponge

Any of the above foods may be incorporated in the planning of dinners, lunches or suppers. Table setting and service, hospitality and etiquette (Grade 9) should be extended and applied.

III. Nutrition

Food nutrients c.f. Science, Grade 9 Unit VII.

Names, uses, sources, results of deficiencies, effect of storage and cooking of:

carbohydrates

fats

proteins

vitamins - A, the B Vitamins, C (ascorbic acid), D

minerals - calcium, phosphorus, iron, iodine

water

Meaning of commonly used terms e.g. enriched, fortified, iodized, irradiated, vitaminized

Weekly menu planning based on good nutrition

Special interest problems - weight control

common problems and dietary deficiencies
of adolescent girls

THE HOME, ITS CARE AND MANAGEMENT

I. Home Management

A further development of studies begun in Grade 9, including:

Household work schedules - daily, weekly and seasonal tasks
responsibilities of family members

Efficient use of time and energy

Storage of food and equipment in the kitchen for convenience

Study of table appointments - dishes

glassware

flatware

II. Laundry See Clothing, Care of Fabrics

A study of cleaning agents - water, synthetic detergents, soaps and laundry aids.

III. Safety in the Home

This will be applied to situations as they arise.

COMMENTS ON THE COURSES OF STUDY

for

GRADES 11 and 12

- For the (1) Arts and Science Branch - Five-year Programme
- Four-year Programme
(2) Business and Commerce Branch - Four-year Programme

Courses of study for Grades 11 and 12 have not yet been prepared in detail. This will be done as soon as possible, and definite adaptations will be made for each of the three programmes above. In the interim, Curriculum S28 will be used.

In Grades 11 and 12, aspects of Home Economics not emphasized in earlier grades will be introduced. This will expand the pupils' knowledge and appreciation of the requirements for successful family life. These will include the study of Housing, Home Furnishing and Equipment; Family Living, Child Care, Management of Resources, and Consumer Education.

In addition, provision will be made for advanced learning in the fields of Nutrition and Food, Clothing and Textiles.

The courses will be planned to allow for concentration on specific aspects for a period of time. This will allow continuity of study and will give the students the stimulus of studying "something new" each year.

In deciding on content and division of time, thought is being given to such pertinent factors as:

- the maturity and developing interests of the pupils
- their future needs and aspirations
- deepening and expanding their knowledge of the requirements for successful family and community living
- teaching power and timetabling in the schools

Proposed Division of Time

- Grade 11 - Advanced Clothing and Textiles; Housing, Home Furnishings and Equipment
Grade 12 - Advanced Food and Nutrition; Family Living, Child Development, Home Management and Consumer Economics.

Notes

- (1) Approximately half the year will be devoted to each of the two phases offered in one year.
- (2) The course content in Family Living and Child Development will be co-ordinated with the theory of the Physical Education programme in each school.
- (3) In keeping with the maturity of the pupils, more attention will be given to theory and the development of analytical thinking.
- (4) The scientific approach and the application of art principles will be emphasized, especially in the Five-year Programme. Experimental work will be planned.
- (5) Practical experiences selected should be designed to develop an understanding of fundamental principles, and an ability to apply these to the solution of problems of personal and family life.

TWO-YEAR PROGRAMME - HOME ECONOMICS

The Two-year Programme is designed to meet the needs of pupils in Grades 9 and 10 who plan to leave school at age 16, or at the end of Grade 10.

Aims

1. To develop an appreciation and understanding of the family as the basic unit of society
2. To provide experiences in the field of Home Economics which may be applied in personal, family and social life in a changing society
3. To develop attitudes, skills and work habits which will be of value in securing and retaining employment

To achieve these aims, courses of study should be planned in such a way that they make a three-fold contribution to the development of the pupil - as an individual, as a family member and future homemaker, and as a future wage-earner.

Courses of study must be flexible, and emphasis should be placed where it is most needed in the community which the school serves. As in other programmes, knowledge of the pupils, their families and the community is essential for success.

Since it is likely that some graduates of this programme may be employed in such fields as merchandising, the food industry, hospital services and personal services, Home Economics subject matter and skills will have definite vocational value for these pupils. For this purpose, too, attention to personal development, accuracy, organization of work, and standards of workmanship, are desirable.

The set-up of the suggested courses of study differs from other programmes in that outlines for each phase of the course for Grades 9 and 10 are arranged together. No school will be expected to cover all the topics suggested, but it is of prime importance that a well-rounded programme be planned.

Suggested Division of Time

Personal, Family and Social Relationships	- 10 - 15%
Food and Nutrition	35 - 45%
Clothing and Textiles	35 - 40%
Housing and Home Management	10 - 15%

PERSONAL, FAMILY and SOCIAL RELATIONSHIPS

GRADES 9 and 10

I. Living in the Family Group

Development of an appreciation of the privileges and responsibilities of living in a family, with reference to:

services provided by the home
contributions of various family members to family life
respect for the rights of others
responsibilities of teen-agers

- II. Development of Individual Character Traits
(To be co-ordinated with Physical Education and Guidance)
 - How individuals differ
 - Development of personality as you mature
 - Specific problems of adolescents
- III. Child Care and Development
(To be co-ordinated with Physical Education)
 - Infants - characteristics, feeding, clothing, habit training
 - Pre-school children - characteristics, feeding, clothing, recreation
(toys, games, stories)
 - Safety in the home.
- IV. Home Care of the Sick
 - Following the doctor's orders
 - Care of the room and the patient
 - Common symptoms of illness - temperature, pulse rate, respiration,
condition of skin
 - Tray service of meals
 - First aid in common emergencies
 - First aid kits for the home

FOOD and NUTRITION

GRADES 9 and 10

Classroom experiences will vary from school to school depending on the previous education in Home Economics, the background and the home experiences of the pupils.

Certain aspects of the study of food and nutrition will be learned most effectively when taught in conjunction with practical activities e.g. nutrition, consumer education and foods, management, housekeeping activities related to meals. These will be incorporated in the programme throughout the two years as various foods are used in meal preparation.

- I. Nutrition - Grade 9
 - The importance of good nutrition
 - Canada's Food Guide - Its importance
 - Its use as a basis for meal planning
 - Food of special significance for adolescents
 - Evaluation of food habits by use of score sheets based on Canada's Food Guide.

Nutrition - Grade 10

- Nutrition for the family - infants
 - pre-school children
 - adolescents
 - adults
- II. Meal Service and Etiquette - Grades 9 and 10
 - (a) Family meals
 - Table setting - linens, glassware, dishes, flatware, decoration
 - Table service
 - (b) Entertaining
 - Teen-age parties
 - Afternoon tea
 - Festive occasions at home
 - Special occasions at school

(c) Table manners and customs

At home

At school

In public places

III. Consumer Education and Foods - Grades 9 and 10

Much of this will be taught as various foods are used in meal preparation. Special lessons will be required for some phases.

(a) Government regulations -

respecting health e.g. pasteurization of milk, meat inspection,
canned goods

respecting quality e.g. grading, packaging

(b) Labelling and its use e.g. canned goods, packaged foods

(c) Forms in which foods are marketed - advantages and disadvantages, selection for use and economy e.g.

Milk - whole, skim, homogenized, powdered, evaporated, condensed

Meat, fish and poultry - fresh, frozen, canned - kinds, commonly used cuts, how to judge quality, comparative costs

Cereals - breakfast cereals, breads, pastas

Fats - solid, liquid

Partially-prepared and prepared foods.

Note: Only a few foods have been listed as examples. Other foods used will be treated similarly.

(d) Food purchasing

Types of stores and services

Shopping - planned buying

shopping habits

bargains and sales

evaluation of advertising and sales promotion techniques

IV. Management and Housekeeping Activities Related to Foods - Grades 9 and 10

(a) Control of food costs

See "Consumer Education and Foods" above

Storage

Use of left-overs

(b) Organization of work to save time and energy

(c) Development of housekeeping standards, through care and use of equipment, utensils and furnishings in the classroom

Dishwashing techniques and sanitation

Laundrying of towels, aprons, table linens

- Action, use and care of the washing machine and dryer

(d) Safety in the home

Prevention of common home accidents e.g. falls, burns, cuts, scalds

Treatment of minor accidents

V. Meal Preparation

Following are suggested types of meals and foods which may be prepared. Principles underlying cookery, characteristics of quality, good work habits will be emphasized in food preparation, as well as the art of food preparation and adaptation to modern living.

Grade 9

(a) Breakfasts (if not taught in Grades 7 and/or 8)

- Importance of breakfasts
- Types of breakfasts
- Fruit - especially citrous
- Cereals - raw and prepared, selection for food value and cost
- Eggs
- Breads - selection of bread
 - hot breads or griddle products
- Beverages

(b) Lunches or Suppers

(i) Main Course dishes

- Soups - Comparison and use of canned, frozen, home-made
- Vegetables - fresh, frozen, canned
 - cooking principles for retention of food value, colour, flavour, texture
- Meats - methods of tenderizing less tender cuts
 - pan-frying or broiling - meat patties, sausage, bacon, swiss-steak, liver
 - stews
 - oven cookery - meat loaves
- Salads - vegetable, fruit, gelatine
- Casserole dishes - using fish, meat, cheese or eggs with cream
 - saucers or soups, macaroni, spaghetti, rice
- Sandwiches - to be served at home or carried to school, or work

(ii) Desserts

- Flour mixtures - Muffins and variations
 - Cookies
 - Cakes containing fat
- Gelatine - gelatine desserts and jelly powders
 - fruit gelatines
- Starch desserts - rice, tapioca, cornstarch, with variations

(iii) Party foods

- Snacks for teen-age parties
- Afternoon tea - fancy sandwiches
 - cookies
 - beverages
- Candy - for festive occasions

Grade 10

(a) Food Preservation

- Principles of commercial preservation of food
- Storage and use of these products
- Home preservation - depending on the community

(b) Quickly and Easily Prepared Meals

Planning, with reference to: principles of menu-planning
purchasing
pre-preparation for later use
organization of time, energy

Suggested projects - broiler meals
oven-cooked meals
pre-prepared meals or foods
use of partially-prepared products
use of left-overs

(c) Food Preparation

(i) Development of methods used in Grade 9 e.g.

Vegetables - less common varieties
new methods of preparation
sauces and garnishes

Meat, Poultry or Fish - oven cooking, pot-roasting,
roasting or baking

Cakes containing fat
comparative study - mixes, homemade
variations of basic recipes

(ii) Yeast rolls - refrigerator rolls
comparative study of home-made, ready-to-bake,
prepared rolls

(iii) Pastry - conventional and liquid fat methods

(d) Food for family members

Children - infants, pre-school
Food for the sick - soft diets, light diets
tray service

(e) Restaurant service

If the pupils are likely to be employed in restaurant service, attention may be given to this aspect of food preparation and service, either as a separate unit or throughout the year. The basic principles of food preparation for the family will apply here. Special attention should be given to:

Personal health and grooming standards
Work organization
Care of equipment and work areas
Standards of preparation
Standards of service
Standards of dishwashing and sanitation

CLOTHING and TEXTILES

GRADE 9

1. Improving Personal Appearance

(a) Grooming

(b) Selection of clothing suitable to the person, the occasion and weather -
with emphasis on the clothing needs of the secondary school girl.

(c) Conservation of clothing

(i) Daily care - hanging, brushing, pressing, airing, storing
(ii) Laundering - cotton and easy-care garments, nylon hose and
lingerie, sweaters

(iii) Repair of clothing e.g. darning, patching
buttons, belt and button loops
hems

2. Textile Fabrics and Fibres

This section should be coordinated with the fabrics used in clothing construction, and with the garments worn by the pupils.

- (a) Sources, characteristics, use and care of fabrics made of cotton, rayon or nylon
- (b) Methods of making fabrics - weaving, knitting, felting
- (c) Standards for judging quality e.g. firmness of weave, printed on grain, finishes.

3. Clothing Construction

- (a) Choosing a commercial pattern
 - suitable in style for the individual
 - suitable to purpose
 - pattern types and sizes
 - adapted to sewing abilities
- (b) Choosing fabric
 - suitable for pattern
 - suitable to purpose
 - suitable to person
 - cost in relation to value
- (c) Sewing skills
 - use and care of the sewing machine and sewing tools
 - preparation of fabric
 - pattern interpretation, layout, marking, use of instruction sheets
 - directional stitching and stay-stitching
 - seams and finishes
 - darts
 - hems
 - collars
 - fastenings - buttons and machine-made buttonholes, zippers
 - setting in sleeves (if pupils have had previous experience)
 - pressing
 - evaluation

The skills selected will depend on the experience of the pupils and the choice of garments. See the Five-year and Four-year Programmes for suggested types of garments.

- (d) Terminology - meaning and use of such terms as grain, bias, selvedge

4. Crafts

The selection will vary with the community, the experience of the pupils, and current trends in crafts. Needlecrafts, knitting, felt-work are all suitable, if time permits.

CLOTHING and TEXTILES

GRADE 10

1. Wardrobe Planning and Money Management

- (a) Planning a coordinated wardrobe
 - Clothes for various occasions and purposes
 - Styles, colours, textures and materials for figure types
 - Standards for purchasing ready-made clothing
 - Selection and use of accessories
 - Personal clothing budget for the girl at work

- (b) Clothing conservation
 - Spot removal
 - Dry-cleaning problems

2. Textile Fabrics and Fibres

Sources, characteristics, use and care of: wool, linen, commonly-used synthetics, silk
Blends and mixtures
Special finishes e.g. polished cotton, weather-proofing
Colour and design
Household linens

3. Clothing Construction

Review and extension of Grade 9 by provision of a sequence of problems involving progressive steps

- (a) Commercial patterns
 - Fitting and simple pattern alteration to be emphasized
- (b) Choosing fabrics
 - See 2 Textile Fabrics and Fibres
- (c) Sewing skills
 - Further development of skills begun in Grade 9, adapted to more advanced sewing projects and new fabrics. New techniques may include such skills as:
 - facings and interfacings
 - lining skirts
 - seams - layering, finishes
 - insertion of pockets in seams
 - bias binding and facing
 - fitting
 - evaluation
 - remodelling and renovation
- (d) Suggested projects - Selection from
 - Skirts - woollens or blends
 - unlined or lined
 - Dresses - cotton, blends
 - Housecoats
 - Household furnishings - cushions, drapes, simple slip covers

4. Crafts

Household or personal articles in vogue with emphasis on colour and design in crafts e.g. embroidery, smocking

HOUSING and HOME MANAGEMENT

GRADES 9 and 10

See: Clothing and Textiles)
Food and Nutrition) for related phases of home management.

Comfort and Convenience in a home

Selection of a house or apartment to meet family needs

Selection of furnishings, considering family needs, aesthetic values and cost.

Arrangement of furnishings and equipment for various rooms

Electrical equipment - selection

control and safety devices

cords and plugs, care in use, minor repairs

Budgeting income - planned spending, saving and giving-for the working girl
for the family

HOME ECONOMICS

SCIENCE, TECHNOLOGY, and TRADES BRANCH

THE DOUBLE OPTION of the FIVE-YEAR PROGRAMME

Introduction

In Grades 9 to 12 of the Five-year Programme, double option time (8 to 10 periods per week) may be allotted to Home Economics. Pupils may begin this programme in Grade 9 in September 1962. Grade 10 will not be introduced before September 1963. If it is to be begun in Grade 10, it is very desirable that the pupils should have had Home Economics as a subject in Grade 9.

It is anticipated that a high proportion of the pupils who complete Grade 12 of a Five-Year Programme will enrol in Grade 13. Following this they may proceed either to further education or to employment.

In developing the Double Option, the basic objectives will be these outlined on pages 2 and 3, under "The Role of Home Economics" and "Aims". In addition, its values as preparation for further study, and for a career, should be recognized.

The study of Home Economics should help to provide a background of knowledge and skills which will contribute to the future achievement of students in many post-secondary school courses leading to a career. For example:

- (1) University courses e.g. Household Science, Nursing, Physical Education, Sciences, Child Study, Social Sciences, General Courses
- (2) Schools of Nursing
- (3) Teacher Training Institutions
- (4) Institutes of Technology e.g. Home Economics, Food Administration, Fashion, Pre-School Education, and Hotel, Resort and Restaurant Administration Courses.

For pupils who proceed directly to employment, there are many fields in which the study of Home Economics may be valuable e.g. in the food industry, the clothing industry, merchandising, consumer information, or as airline stewardesses. Pupils should be aware that some in-service training and experience after graduation will be required for advancement in these fields.

In Grades 9 and 10, courses of study will be planned to provide a general background for further development. In Grades 11 and 12, a degree of specialization will be possible. The outline for Grade 9 only is included at this time.

SUGGESTIONS TO THE TEACHER

Because this study of Home Economics is in the Five-year Programme, and because pupils will have the time of a double option, depth of study and the development of analytical thinking should be emphasized. To achieve these, the following merit attention:

- (1) An appreciation of both the depth and breadth of Home Economics as a subject of study
- (2) Recognition of the influence of economic, sociological and scientific developments on personal, family and community living
- (3) Recognition of both the aesthetic and the social values of Home Economics

- (4) The use of scientific procedures whenever possible
- (5) The use of problem-solving techniques which involve the pupils in planning
- (6) The selection of practical activities which are designed to strengthen the understanding of basic principles
- (7) The importance of correlation with other subjects of study
- (8) The need for an increase in reference reading and individual assignments or projects

COURSE OF STUDY

GRADE 9

The basis of the Grade 9 Course of Study will be the Grade 9 Course for the Arts and Science Branch, Five-year Programme, pages 5 to 11. The extra time in the Double Option will permit (1) greater depth in theory, (2) increased development of skills, and (3) more individual assignments.

Following are suggestions for emphasis and additional topics for enrichment of the programme.

ORIENTATION

See Page 6

"The contribution of homemaking activities to family living."

This may be enlarged later in the year to include a brief study of the background of Canadian home life and the changes in the pattern of family life in Canada from pioneer days through the late nineteenth century to the present.

CLOTHING

See Pages 6 to 9

The Aims remain the same.

- I. Personal Appearance - As on page 6
- II. Consumer Education - See Pages 6 to 7

A. Clothing Selection

This should include the study of colour and design.

Colour - related to fabrics and personality types

Primary, secondary and intermediate colours

Colour harmonies

Colour and personality

Principles of Design - related to fabrics and figure types

Line

Harmony

Balance

Rhythm

Emphasis

Proportion

- B. Textiles - More intensive study

III. Clothing Construction - See Pages 7 to 8

One additional sewing project should be required. This will be selected to involve new learnings and further development of skills.

IV. Care of Clothes - See Page 8

This will include a more thorough study of laundry detergents.

Soaps and synthetic detergents - reaction in hard and soft water
classification as to types
uses of varied types

V. Crafts - See Page 9

At least one or two crafts should be introduced.

These should be selected to embody the principles of colour and design, and to encourage creativity.

FOOD AND NUTRITION

The Aims remain the same, as outlined on Page 9

I. Meal Planning - See Pages 9 to 10

As the term progresses, pupils should be encouraged to assume increasing responsibility for meal planning in the classroom, applying the principles as they are taught. Time plans and efficient work habits will be included.

Evaluation of meal planning, preparation and service will be an important aspect of teaching.

II. Meal Preparation - See Page 10

In this programme, greater attention should be given to the scientific principles underlying food preparation. Experiments to illustrate these may be demonstrated by the teacher or carried out by the pupils; or an experiment conducted by two or more pupils may be demonstrated to the class. For example, experiments may be performed to show the following principles applied in food preparation:

(a) Protein foods -

Coagulation of protein - effect of temperature e.g. eggs
effect of acid e.g. eggs, milk
effect of agitation

(b) Fruits and Vegetables

Effect of cooking methods on chlorophyll
Effect of cooking methods on carotene

(c) Cereals and Starches

Separation of starch granules - with sugar
with cold or hot liquid
with fat
Gelation of starch - effect of moist heat

(d) Flour Mixtures -

Action of leavening agents used i.e. baking powder, baking soda - effect of temperature on rate of reaction
- effect of acid on reaction of baking soda

Suggested Types of Foods - See Page 10

Additional time may be used to develop greater skill and an appreciation of the "art" of cookery, including variations of basic products and comparisons of home-prepared products with commercially prepared or partially-prepared products.

Added topics

- Flour mixtures
- Cakes containing fat
- Gelatine and jelly powders

III. Nutrition - See Page 11 - Added topics:

Problems commonly found in adolescent diets e.g.

insufficient use of milk, fresh fruits (especially citrous), vegetables and vitamin D

use of too many sweet foods or fried foods

selection of adequate lunches at school

caloric content, weight control and health

IV. Table Setting and Service - See Page 11

V. Hospitality and Etiquette - See Page 11

THE HOME, ITS CARE AND MANAGEMENT

See Page 11

When working with equipment and appliances, more attention should be given to comparative study of the classroom equipment from the point of view of selection, including

- stoves
- refrigerators
- small electrical appliances
- utensils

HOME ECONOMICS
SCIENCE, TECHNOLOGY, and TRADES BRANCH
THE FOUR-YEAR PROGRAMME

This programme is similar to the "Vocational Course" now offered in a limited number of schools in the province.

In Grades 9 and 10, pupils will study various phases of Home Economics. This will provide a general foundation of knowledge and skills which will permit specialization and the development of vocational aspects in Grades 11 and 12.

In Grades 11 and 12, a school may plan for specialization in (a) Clothing and Textiles, or (b) Foods. Or it may offer a programme in (c) Home Economics which permits the allotted time to be divided equally between these fields of study. Employment opportunities should serve as a guide in selecting the programmes to be offered and the fields of study, as well as the emphasis to be placed on various topics within these fields.

In all grades, courses of study should be correlated (1) with such subjects as Art, Commercial Work, Physical Education and Science, and (2) with Guidance and Health Services in the school.

Coordination with Home Economics programmes in Grades 7 and 8 is essential for the development of a progressive course of study in Grades 9 to 12.

COURSES OF STUDY
GRADE 9

CLOTHING AND TEXTILES

In the study of clothing and textiles, coordination with Art, Geography, Physical Education and Science is important.

The rapidly changing market with respect to fabrics available and current trends in ready-made clothing should be kept in mind throughout.

It is essential that teachers adapt the course of study in Grade 9 to the previous experiences and education of the pupils.

1. Selection

- (a) Aesthetic Value: Analysis of costume according to colour, line, fabric, and its relation to the individual
- (b) Economic Aspects
 - Suitability to the needs of the wearer
 - Planning purchases based on present wardrobe
 - Original cost and upkeep
 - How to judge quality

2. Textiles

Growth and manufacture of cotton (See Geography, Home Economics Grades 7 and 8)
Recognition of cotton and rayon fabrics, their characteristics, cost and use
Construction of fabrics - weaving, knitting, felting
Advantages and disadvantages of finishes - filling, mercerising, sanforising, crease-resistant
Care of cotton and wash-and-wear garments

3. Construction

Cotton or rayon articles selected according to the needs of the pupils, their previous experience, and current trends in fashion, e.g. skirt, blouse, dress, shorts, coordinates.

The following learnings will be incorporated:

- (a) Use and care of equipment - sewing machines, tools, irons
- (b) Commercial patterns - choice, use, interpretation, minor alterations
- (c) Choice of fabric - use, suitability, cost
- (d) Preparation of fabric - shrinking, grain perfection
- (e) Application of fundamental construction processes and principles of fitting
- (f) Evaluation of the finished product - establishment of standards

4. Crafts

Crafts which are in vogue, which meet the needs, interests and abilities of the pupils, and which involve the learning of new techniques are to be selected. Crafts provide opportunity for the application of principles of arts and design, and for the development of creative ideas.

The following suggestions may help in the selection of projects:

Knitting-caps, socks, infants' clothing

Toy making

Embroidery - Swedish weaving on huckaback, cross-stitch on gingham, samplers

5. Personal Appearance and Deportment

Its importance to health, in social life, in business

Grooming and its practice, related to

Cleanliness of body

Clothing - appropriateness

- care - routine practices e.g. hanging, brushing, sponging, pressing, airing, folding
- repairs e.g. fastenings, mending

Manners at home and in public

FOOD, NUTRITION AND HOME MANAGEMENT

1. Meal Management

Meal management will be based on family meals, and will include the following:

(a) Nutrition and Health

Importance of good nutrition

Meal planning based on Canada's Food Guide

Special attention to problems commonly found in studies of adolescent diets e.g.

- insufficient use of milk, fresh fruits (especially citrous), vegetables and vitamin D,
- use of too many sweet foods or fried foods
- caloric requirements

Selection of lunches in the school cafeteria and restaurants

School lunches prepared at home

(b) Consumer Education and Food

Purchasing foods used in meal preparation, with reference to:
Forms in which these foods are available on the market
Standards for judging quality
Regulations governing health and quality
Comparative costs, when applicable.

(c) Efficiency in Meal Preparation and Service

Development of good work habits to save time and energy
Efficient use of equipment
Economical use of food
Sanitation in handling food
Accident prevention in the kitchen and laundry

(d) Housekeeping Duties Related to Meals

Storage of food
Care and cleaning of utensils, equipment, cupboards and
furnishings in the kitchen and dining room
Care and laundering of towels, table linens, aprons
Action, use and care of washing machines, dryers

(e) Meal Service

Table setting for family meals
Serving family meals
Duties of host, hostess, guests
Table etiquette and manners at home and in public
Hospitality to guests

2. Meal Preparation

Throughout the year, the practical work in meal preparation will provide opportunities for teaching and application of the principles in 1. above.

Each lesson or short series of lessons will be planned around one main teaching principle, and should provide for new learning and progression in knowledge and skill. The objectives should be established clearly in the minds of the pupils.

Food preparation should be adapted to modern trends, previous experience of the pupils at home and at school, and the family and community backgrounds of the pupils.

Suggested types of foods are listed below. When making a selection, each group should be represented during the year.

(a) Main Course Foods

Vegetables - Fresh, frozen, canned or dried

Classification by colour and flavour

Cooking to retain food value, texture and flavour by
boiling, scalloping, baking

These may be served as salads, vegetable plates, or as accompaniments for other main course dishes.

Meats and Fish -

Less expensive, quickly prepared meats e.g. bacon, sausage,
ground meat patties, liver, fish

Meat loaves

Casserole Dishes

Cheese casseroles

Fish casseroles

Macaroni, spaghetti and rice casseroles

Luncheon or Supper Sandwiches e.g.
Grilled cheese, bacon and tomato
School lunch or picnic sandwiches

(b) Desserts

Egg desserts e.g. custards
Fruit desserts e.g. Raw - fruit cup
Baked - crisps
Whips
Sauces - apple, rhubarb, dried fruits
Gelatine desserts - Plain gelatine base
Jelly powders
Flour mixtures - Muffins
Tea biscuit e.g. cobblers, butterscotch
biscuits, fruit roll
Cookies - bar, drop, refrigerator
Cakes - with fat

Note: Comparisons of the use of commercially-prepared mixes and home-made products may be made

(c) Breads - Varieties of bread and rolls available on the market and their uses
Hot breads - See desserts

(d) Beverages - Fruit drinks, punch
Milk drinks
Tea
Coffee

(e) Sugar Cookery - Non-crystalline candy e.g. peanut brittle
This may be a special Hallowe'en, Christmas or other festival project.

(f) Refreshments for Special Occasions
Afternoon tea - sandwiches, toast, cookies, beverages for informal entertaining at home and at school
Party snacks for adolescents
Picnic lunches.

FAMILY RELATIONSHIPS

The importance of the family in personal, community and national life

Services which the home provides:

Physical needs - shelter, food, clothing
Early training and education of children
Recreational activities and companionship

Privileges and responsibilities of individual family members - parents and children

Canadian home life - Changes in family life from pioneer days, through the nineteenth and twentieth centuries to the present day

The contribution of Home Economics education to family life

COURSES OF STUDY

GRADE 10

CLOTHING AND TEXTILES
(approximately 130 periods)

Note: The approximate number of periods indicated will vary with the time-table, depending on the total number of periods allotted to Home Economics in the school and whether the school is organized on a 40-period or 45-period week. These time allotments are included only as a guide to the division of time for different sections of the course.

1. Selection

Current fashion in fabrics and clothes
The influence of: changes in the way of living
new fibres and fabrics
historic costume
fashion designers
Principles of colour and design and their application
The planned wardrobe
Evaluation of present wardrobe and accessories
Estimation of additions to be made
Cost - The girl's share in the family clothing budget
Buying ready-made garments
Labelling

2. Textiles

Study of wool, blends, linens
Manufacture
Recognition of common linen and woollen materials, weaves, finishes
Fundamental characteristics of these fibres
Care of woollen fabrics and garments
Laundering, pressing or shaping, spot removing, storage
Laundering textile fabrics
Equipment - choice, use, care
Detergents - water, soap, synthetic detergents - their action and uses
Laundry aids - bleaches, conditioners, starches
Stain removal
Ironing and pressing
Storage

3. Construction

Suggested types of garment from which a selection may be made:
Wool - jumper, coordinates, dressmaker suit
Dress - shirtwaist style
Housecoat
Slacks - wool or synthetic
Pyjamas - tailored finish
Repair or remodelling

Garments to be made should provide for progression of learning through the use of new and more advanced techniques, the use of fabrics and fibres not formerly used, and through further development of basic skills.

4. Crafts

Smocking applied to aprons, children's dresses, nightwear
Embroidery stitches - applied to household articles or clothing
 e.g. hemstitching, darning, swedish-weaving
Consideration should be given to principles of colour and design as well as to techniques.

5. Furnishings

Application of the principles of colour and design to home furnishings, with special reference to the girl's bedroom

FOOD AND NUTRITION
approximately 130 periods)

1. Nutrition and Health

Review Science, Grade 9, Unit VII
Preservation of food nutrients by storage and methods of food preparation
Analysis of meals planned as sources of essential nutrients
 (mathematical calculation not required)
Correction of faulty food habits

2. Consumer Education and Foods

Study of foods used in menu planning and meal preparation with reference to - sources
 forms in which they are marketed
 standards of quality
 Government regulations
 grading, when applicable
 cost
The family food budget
Costing of meals planned and/or prepared
Comparative study of commercially-prepared foods and mixes, foods prepared at home, meals purchased outside the home - in relation to cost, time, energy, quality, flavour.

3. Table Setting and Service

Review of family table setting, service and etiquette as necessary
Buffet luncheon or supper service
Table appointments - Characteristics and care of:
 Dinnerware - china, earthenware, plastic
 Flatware - stainless steel, plated and sterling silver
 Glass and crystal
 Table linens and plastics (See Clothing and Textiles)

4. Meal Planning and Preparation

- (a) Planning for the week
 Advance menu planning and purchasing
 Work plans for meals
 Short cuts in preparation
 Use of left-overs

(b) Preparation and use in family meals of:

- Vegetables - Review of Grade 9 using less common varieties
Sauces for vegetables e.g. harvard, cheese, hollandaise
- Salad plates - Vegetable, fruit, meat or fish
Gelatine salads
Salad dressing - French, mayonnaise
- Meats - Beef and pork
How to judge quality
Tenderizing less tender cuts by braising, simmering, use of acids e.g. stew, swiss steak, pot roasts
Broiling or grilling, pan-frying or sauteeing e.g. chops
- Fish - Fresh, frozen, salted, dried or smoked
Broiling, pan-frying, baking
Sauces and garnishes
- Eggs - Omelettes, souffles
- Desserts
Gelatine - sponges, charlottes, bavarians
Steamed desserts
Cake desserts
Pastry - conventional and liquid fat methods
Quick loaves e.g. fruit, nut

Note: The study of flour mixtures will include batters and doughs; basic ingredients and their functions e.g. flour, leavening agents, fat, sugar, flavourings; evaluation of quality; causes and elimination of failures.

5. Food Preservation

- Spoilage organisms, their growth and control (See Science, Grade 10, Unit II)
- Application of control by refrigeration, freezing, canning

6. Entertaining

This will be planned to fit in with school activities

7. Candies - Crystalline e.g. fudge, maple cream.

THE HOME, ITS CARE AND MANAGEMENT

1. Housework Schedules - 6 periods

- The importance of planning
- Planning daily, weekly and seasonal work
- Division of work among the family

2. Laundry - 10 periods

See Clothing and Textiles

3. Care of Home Equipment and Furnishings - 12 periods

- Living rooms - floor coverings
draperies
upholstered furniture
finished wood

Metals used in the home - Characteristics, use and care of
stainless steel)
silver) See Table Setting and Service
copper, brass
pewter
aluminum
Control of household pests e.g. moths, houseflies

THE FAMILY

1. Child, Care and Development - 20 periods

The responsibility of the family for early care and training of children
Development and care of pre-school children
Their characteristics and needs - physical, emotional, mental
Clothing
Food
Health
Habit Formation - eating, sleeping, bathing, toilet, dressing, playing
Recreational needs - toys, stories

Note: This should be correlated with courses in Physical Education

2. Home Care of the Sick - 12 periods

Following the doctor's orders respecting medicines, food, rest
Symptoms of illness - Temperature
Pulse rate
Respiration
Condition of skin
Home nursing techniques - Care of the sick room
Care of the patient
First Aid in the home - Prevention of accidents (See Grade 9)
Treatment of minor burns, cuts, bruises, fainting
First aid kits in the home

GRADES 11 and 12

See H.S.I, Requirements for Diplomas for the subjects required and allotment of time for pupils enrolled in (a) Foods (b) Clothing and Textiles, and (c) Home Economics.

The specialized subject matter for Home Economics courses of study in Grades 11 and 12 will be revised with a view to providing a more useful background for pupils who plan a career in fields related to Home Economics.

